

Idaho's Next Generation Accountability System

Overview of Idaho's ESEA Waiver

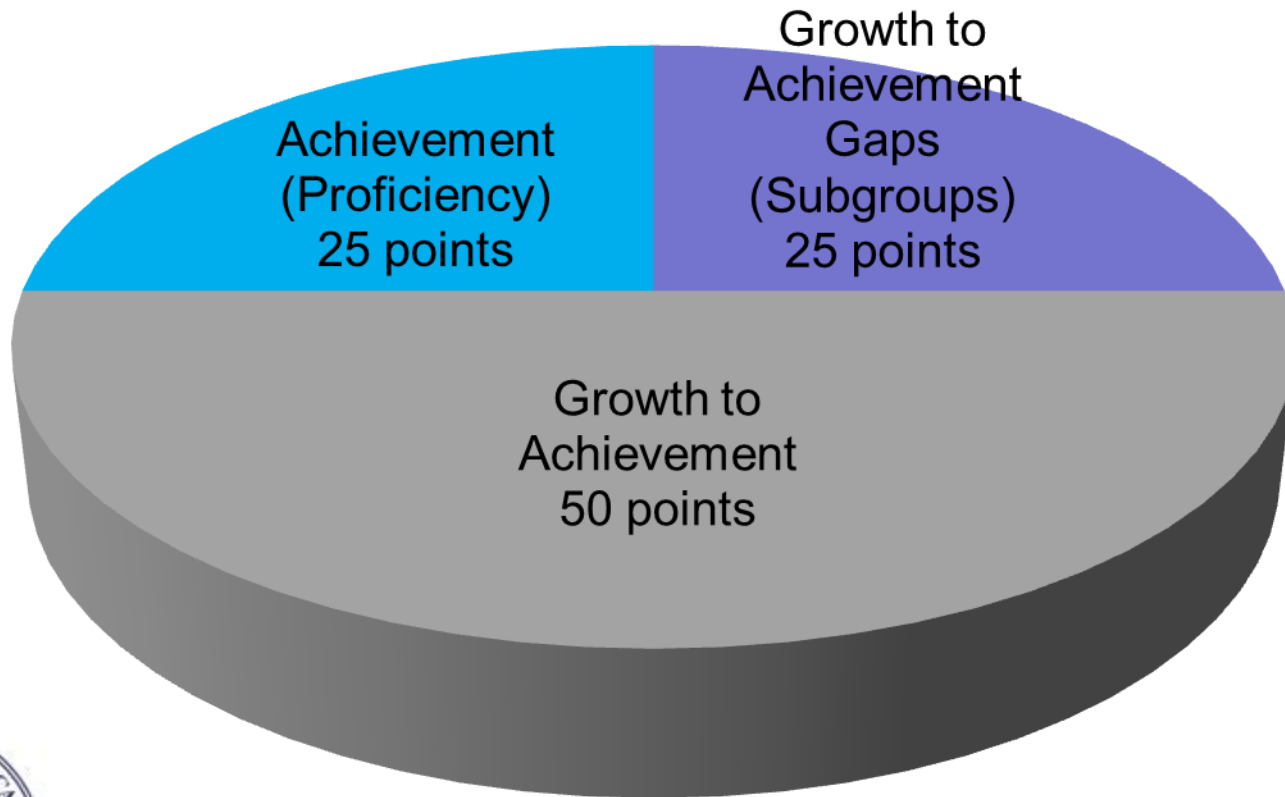


<http://www.sde.idaho.gov/site/assessment/FederalReq/>

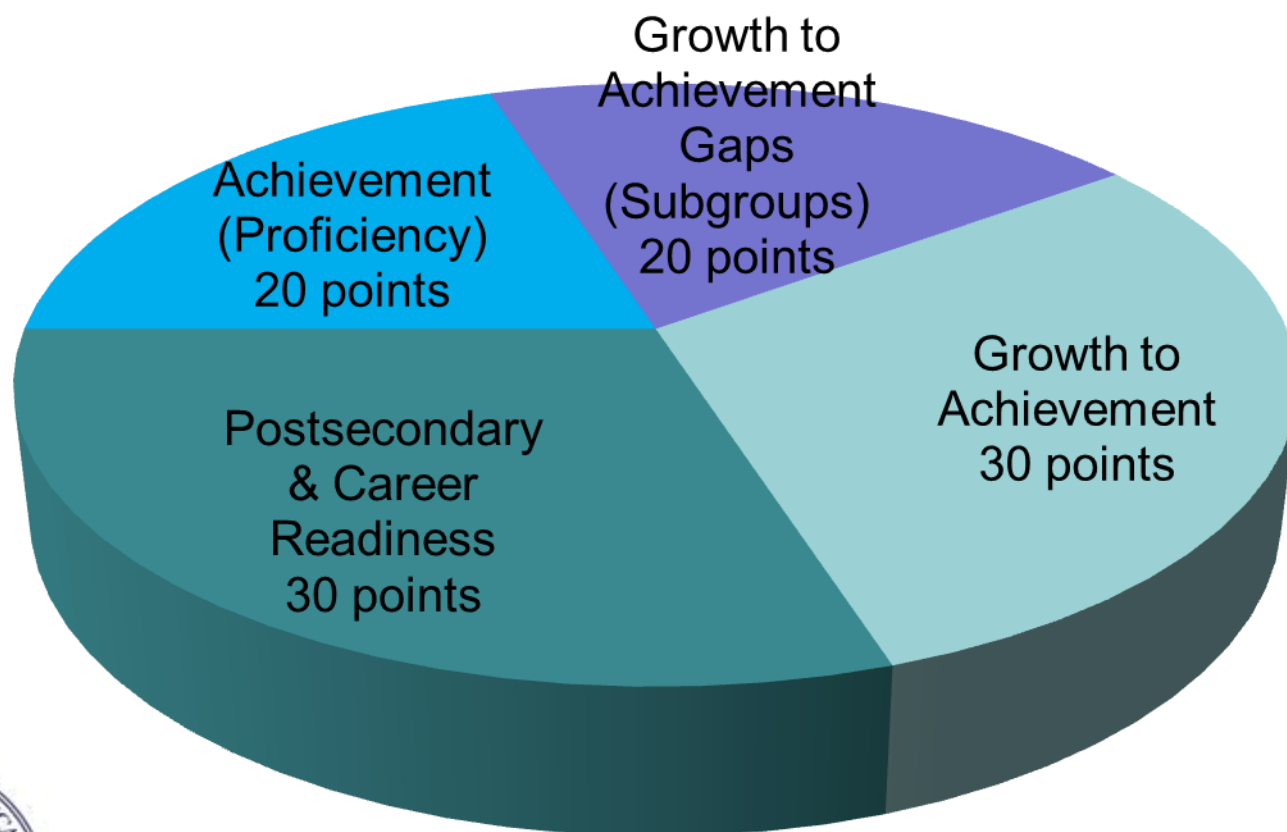
Differentiated Recognition and Accountability



Elementary and Middle Schools



High Schools Serving Grade 12



| Idaho's Accountability Measures | | | | | |
|---|---|--|--|---|---|
| | Achievement | Growth to Achievement | Growth to Achievement Subgroups | Postsecondary and Career Readiness | Participation |
| Points/Weight Schools with Grade 12 All other Schools | 20 points 25 points | 30 points 50 points | 20 points 25 points | 30 points N/A | Star Rating Change |
| Measure | Idaho Standards Achievement Tests (ISAT) Idaho Standards Achievement Tests-Alternate (ISAT-Alt) <ul style="list-style-type: none"> Reading (33.3%) Language Usage (33.3%) Mathematics (33.3%) | Idaho Growth Model <ul style="list-style-type: none"> Reading (33.3%) Language Usage (33.3%) Mathematics (33.3%) | Idaho Growth Model <ul style="list-style-type: none"> Reading (33.3%) Language Usage (33.3%) Mathematics (33.3%) | Graduation Rates (33.3%) College Entrance/Placement Exams (33.3%) Advanced Opportunities (33.3%) | Participation rate (100%) |
| Standard | % of students proficient and advanced | Median Student Growth Percentile (SGP) Normative growth relative to like peers Adequate Student Growth Percentile (AGP) Criterion referenced growth relative to proficiency target. | Disaggregated subgroups: <ul style="list-style-type: none"> Free/Reduced Lunch Eligible Minority Students Students with Disabilities Limited English Proficient Students Median Student Growth Percentile (SGP) Normative growth relative to like peers Adequate Student Growth Percentile (AGP) Criterion referenced growth relative to proficiency target. | Graduation rate College Entrance/Placement % of students reaching the college readiness score on SAT, ACT, ACCUPLACER or COMPASS Advanced Opportunities % of total eligible students (juniors and seniors) completing at least one AP, IB, dual credit or Tech Prep course. % of student completers reaching receiving a C or better in an AP, IB, dual credit or Tech Prep course. | Participation Rate Schools and Districts must test 95% of all students and all subgroups in each subject on the ISAT and ISAT-Alt. Participation rates less than 95% will result in a decrease by one star the overall school or district rating. |

Achievement Points Eligible

| Percent Proficient and Advanced | Points Eligible |
|---------------------------------|-----------------|
| 95% - 100% | 5 |
| 84% - 94% | 4 |
| 65% - 83% | 3 |
| 41% - 64% | 2 |
| ≤ 40% | 1 |



Growth to Achievement and Growth to Achievement Gaps



Growth Terms

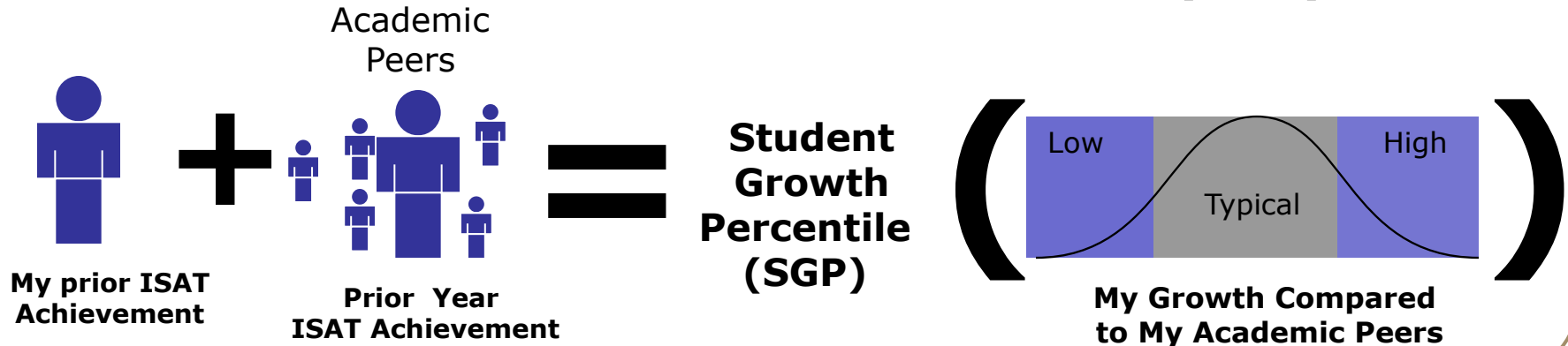
Idaho uses two different types of growth measures

1. **Student Growth Percentiles (SGP)** –a normative measure. It compares students with other like-performing students across the state. A SGP produces a relative percentile score (such as 70th percentile) that tells the student that they scored better than 69 percent of students who had scores like them in the previous year in the state.
2. **Adequate Student Growth Percentiles (AGP)** – a criterion-referenced measure relative to proficiency. It measures how far away from proficiency a student is and answers: “how much growth would a student have to make to reach proficiency in three years or by 10th grade. A student can make 70th percentile growth and still not meet AGP goals.

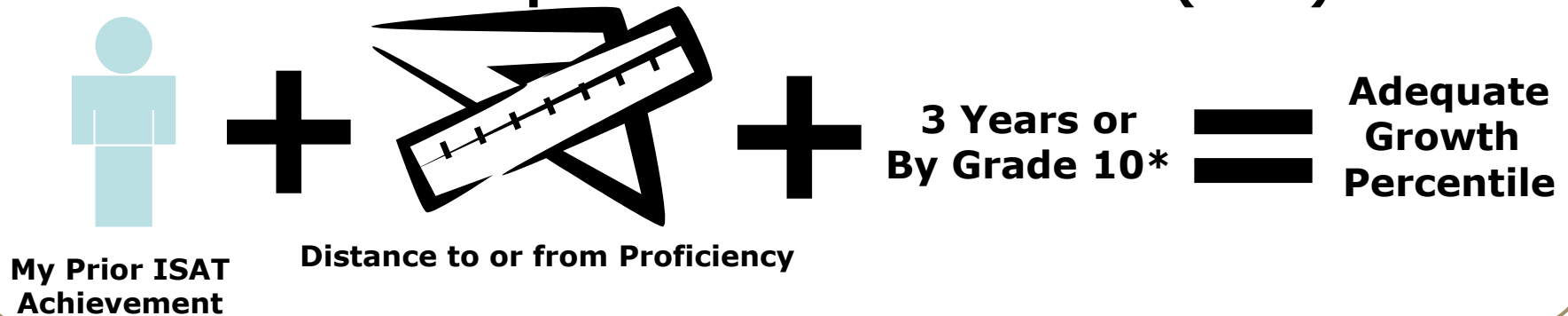


Understanding Growth Percentiles

What is Student Growth Percentile (SGP)?



What is Adequate Growth Percentile (AGP)?



*Whichever comes first.

Growth to Achievement and Growth to Achievement Subgroups

- The Growth to Achievement and Growth to Achievement Subgroups indicators use two different scoring guides depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup.
- Growth to Achievement and Growth to Achievement Subgroups are evaluated first based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first.



Growth to Achievement and Growth to Achievement Subgroups

- Academic growth and academic growth gaps are then evaluated based on a normative comparison to other schools.
- The three questions below determine the targets for each school and district.



Growth to Achievement and Growth to Achievement Subgroups

1. What was my school or district's median student growth percentile (SGP)?
2. What was my school or district's median adequate growth percentile (AGP), the growth percentile needed for the typical student in my school or district, to reach proficient or advanced within three years or by 10th grade?
3. Did my school meet adequate growth? If yes, follow the scoring guide for "Yes, met adequate growth." If no, follow the scoring guide for "No, did not meet adequate growth."



Growth to Achievement and Growth to Achievement Subgroups

Answering these questions results in a selection of a Growth to Achievement and Growth to Achievement Subgroups rating. This is due to the emphasis placed on moving students who are farther behind faster.



Adequate Growth Flowchart

**DID THE SCHOOL MEET THE ADEQUATE GROWTH PERCENTILE?
SGP ≥ AGP?**

**Yes, met Adequate Growth Percentile
(SGP ≥ AGP)**

**No, did not meet Adequate Growth Percentile
(SGP < AGP)**

| Median Student Growth Percentile (SGP) | Points |
|--|--------|
| 66-99 | 5 |
| 52-65 | 4 |
| 43-51 | 3 |
| 30-42 | 2 |
| 1-29 | 1 |

| Median Student Growth Percentile (SGP) | Points |
|--|--------|
| 70-99 | 5 |
| 61-69 | 4 |
| 51-60 | 3 |
| 36-50 | 2 |
| 1-35 | 1 |

For example:

- What was my school's median growth percentile in elementary math? **87**
- What was my school's median adequate growth percentile in elementary math? **83**
- Did my school meet adequate growth in elementary math? **Yes**, my growth was adequate because my median growth percentile (SGP) in elementary math is more than my median adequate growth percentile (AGP) in math. **Using the YES scoring guide**, my growth in elementary math earns me **FIVE points**.

Graduation Rate Eligible Points

Adequate Student Growth

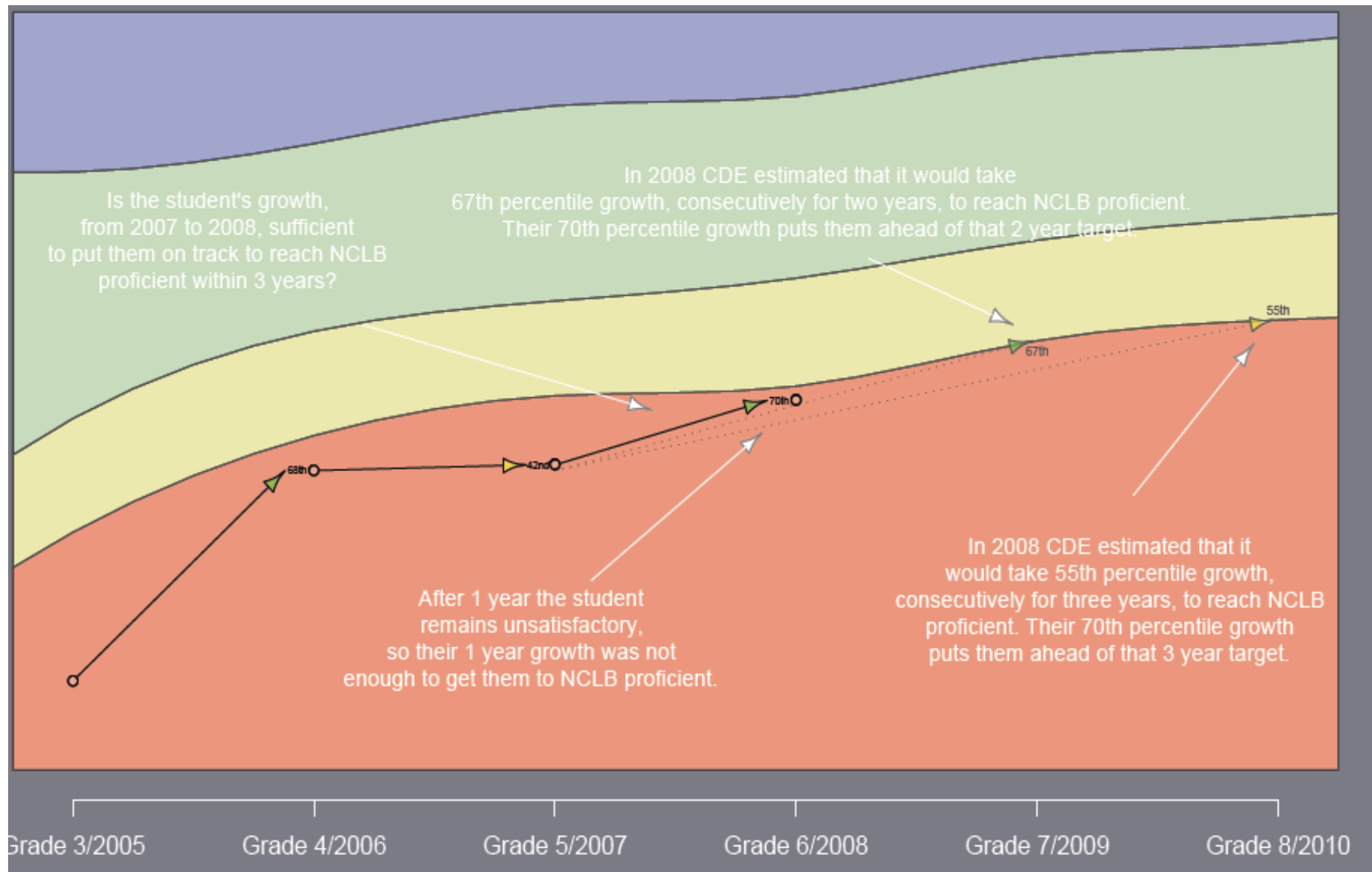
- The most common adequacy criterion is judging growth toward an achievement goal (i.e., growth-to-standard).
- Results from student growth percentile analyses can be used to calculate percentile growth trajectories for each student.



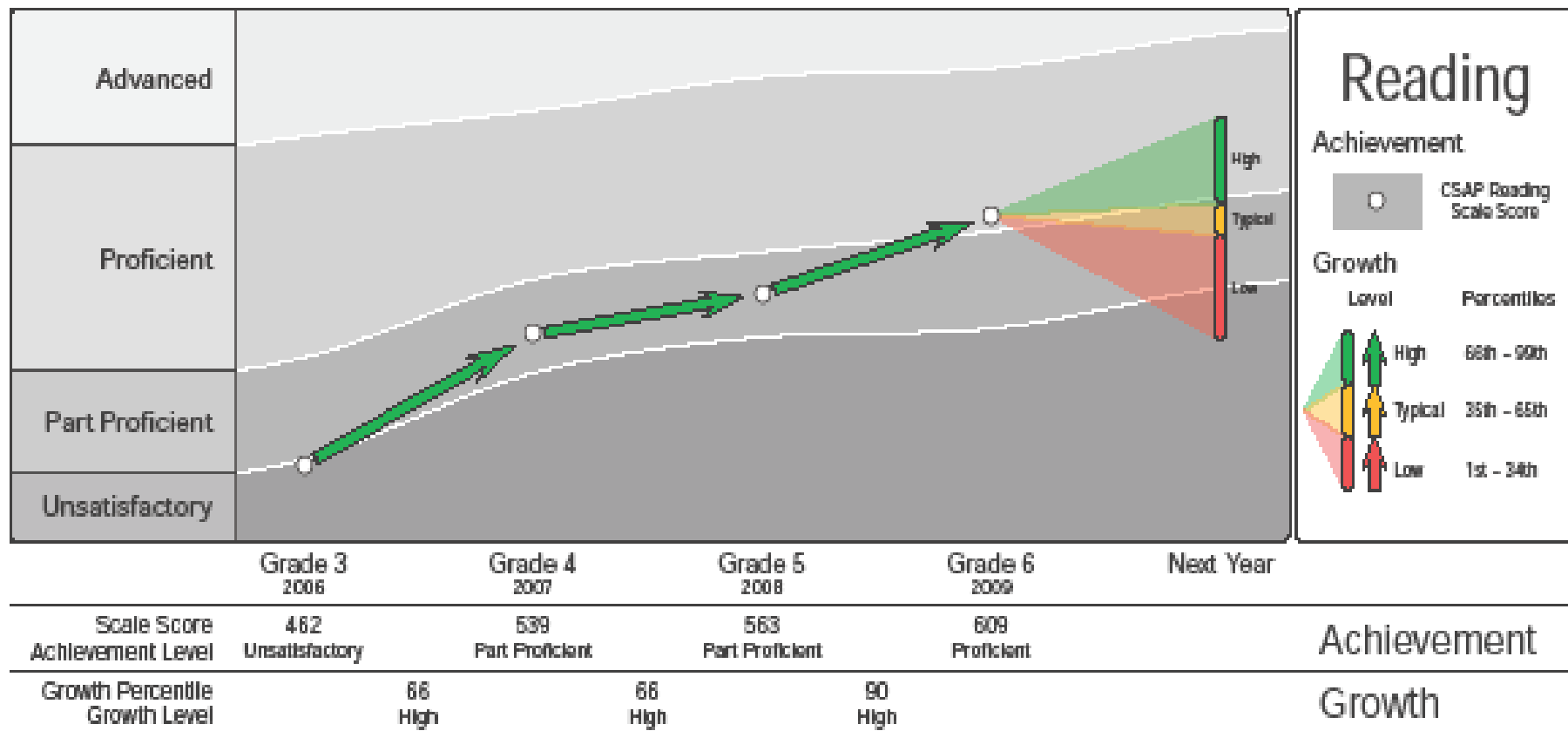
Adequate Student Growth

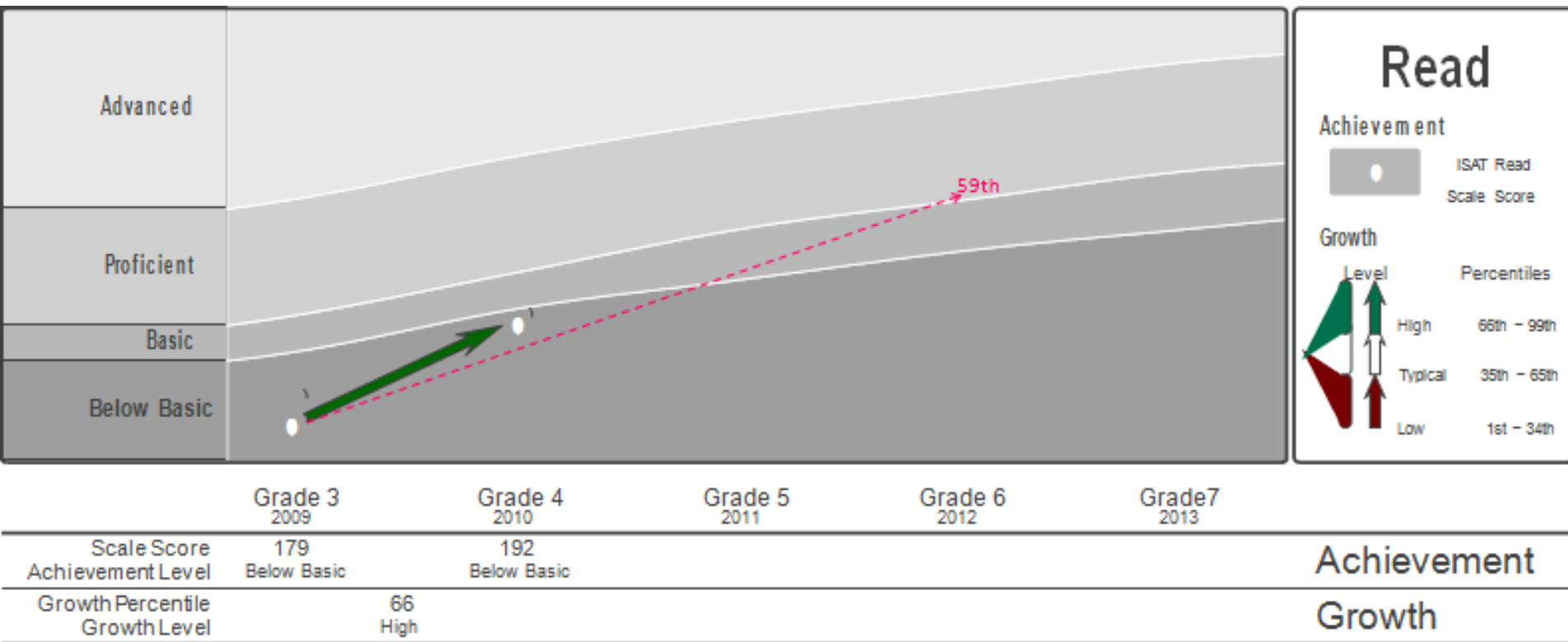
- These trajectories indicate what future rates of growth will lead to and are used to make adequacy judgments.
- This growth-to-standard approach was approved as part of Colorado's successful application to the Growth Model Pilot Program and is a part of Idaho's Next Generation Accountability Waiver.





One Student's Growth Percentiles





Given that Ronnie scored 179 on 3rd Grade ISAT Reading, if she grows at rate 59, we anticipate Ronnie to be proficient in three years. Because she grew at rate 66 From 2009 to 2010, she has “made Adequate Growth”.



| Growth to Achievement Subgroups | Points Earned | Points Eligible | N | Median SGP | Median AGP | Made Adequate Growth? |
|-------------------------------------|--|-----------------|---|------------|------------|-----------------------|
| Reading | | 20 | | | | |
| Free/Reduced Lunch Eligible | | 5 | | | | |
| Minority Students | | 5 | | | | |
| Students with Disabilities | | 5 | | | | |
| Limited English Proficient Students | | 5 | | | | |
| Language Usage | | 20 | | | | |
| Free/Reduced Lunch Eligible | | 5 | | | | |
| Minority Students | | 5 | | | | |
| Students with Disabilities | | 5 | | | | |
| Limited English Proficient Students | | 5 | | | | |
| Mathematics | | 20 | | | | |
| Free/Reduced Lunch Eligible | | 5 | | | | |
| Minority Students | | 5 | | | | |
| Students with Disabilities | | 5 | | | | |
| Limited English Proficient Students | | 5 | | | | |
| Total | | 60 | | | | |
| Percentage of Points | Total/60 = X% | | | | | |
| Total Points Awarded | X * 20 (Schools with Grade 12) X * 25 (All other Schools) | | | | | |

Postsecondary and Career Readiness



Graduation Rates

| Graduation Rates | Points Eligible |
|------------------|-----------------|
| 90% - 100% | 5 |
| 81% -89% | 4 |
| 71% - 80% | 3 |
| 61% - 70% | 2 |
| ≤ 60% | 1 |



College Entrance/Placement Exam Eligible Points

| Percent of Students Meeting the College Entrance or Placement Exam Benchmark | Points Eligible |
|--|-----------------|
| 80% - 100% | 5 |
| 65% - 79% | 4 |
| 55% - 64% | 3 |
| 40% - 55% | 2 |
| $\leq 39\%$ | 1 |



Advanced Opportunities

Eligible Points

| Advanced Opportunity Eligible Points | Percent Completing an Advanced Opportunity Course with C or better | | | | |
|--|--|---------|---------|---------|-------|
| <i>Percent Completing Advanced Opportunity</i> | 90%-100% | 75%-89% | 60%-74% | 40%-59% | ≤ 39% |
| 50% - 100% | 5 | 5 | 3 | 2 | 1 |
| 25% - 50% | 5 | 4 | 3 | 2 | 1 |
| 16% - 24% | 4 | 4 | 3 | 2 | 1 |
| 6% - 15% | 3 | 2 | 2 | 1 | 1 |
| ≤ 5% | 1 | 1 | 1 | 1 | 1 |



Star Rating Point Range

| Star Rating | Total Point Range |
|-------------|-------------------|
| ***** | 83-100 |
| **** | 67-82 |
| *** | 54-66 |
| ** | 40-53 |
| * | ≤ 39 |



Example Overall Rating Chart for a School with Grade 12

| Accountability Measures | Points Achieved | Points Eligible | Star Rating |
|------------------------------------|---------------------------------------|-----------------|-------------|
| Achievement | 10 | 20 | |
| Growth to Achievement | 20 | 30 | |
| Growth to Achievement Gaps | 10 | 20 | |
| Postsecondary and Career Readiness | 25 | 30 | |
| Total | 65 | 100 | *** |
| Participation Rates | Were at least 95% of students tested? | Yes | *** |
| Star Rating | Three Star | | |

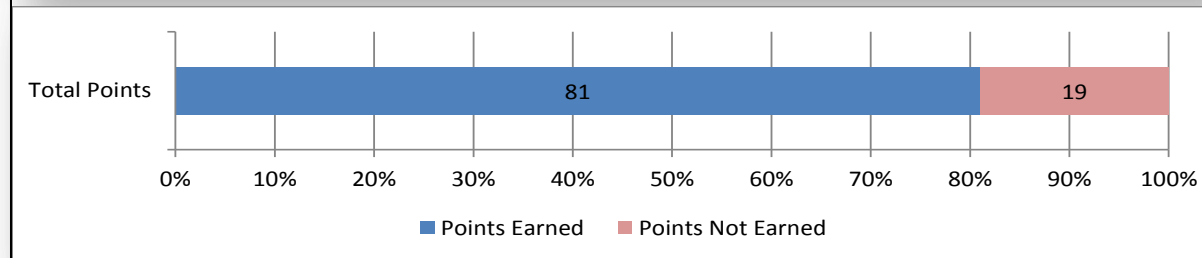
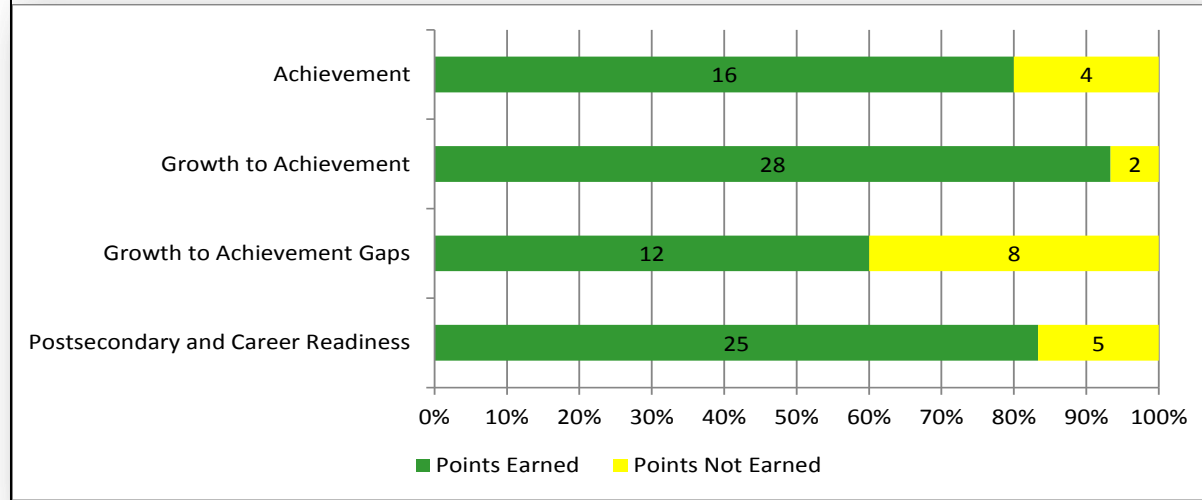
Example Overall Rating Chart for a School without Grade 12

| Accountability Measures | Points Achieved | Points Eligible | Star Rating |
|----------------------------|---------------------------------------|-------------------------|-------------|
| Achievement | 20 | 25 | |
| Growth to Achievement | 40 | 50 | |
| Growth to Achievement Gaps | 20 | 25 | |
| Total | 65 | 100 | **** |
| Participation Rates | Were at least 95% of students tested? | No, star rating drops 1 | *** |
| Star Rating | Three Star | | |

Annual Report Card (2012-2013):

Lincoln High School

Generic School District #999



2012-2013 School Year Star Rating:



Changes To ESEA Waiver Based on Public Comments

- The SDE is proposing to remove LEP1, LEP2 and LEP3 students from the achievement category. LEP1 students (students new to the U.S. for the first year) are already exempted from those calculations. The SDE is proposing to exempt those same students in their second and third year new to the U.S. while they are still learning the language.
 - However, LEP2 and LEP3 student would still be required to test and are included in the growth to achievement and growth to achievement subgroups categories.
 - The growth-to achievement measures ensure schools have these students on track to meet proficiency in three years or 10th grade, whichever comes first.



Changes To ESEA Waiver Based on Public Comments

- The growth matrix has been adjusted. This new matrix accounts the actual data of the schools in Idaho and lessens the student growth percentile requirements for those schools whose students are meeting their average growth expectations.
- The overall star rating point span has been adjusted. There are approximately 5% of schools classified as One Star, 10% as Two Star, and 5% as Five Star with the rest distributed across Three and Four Stars.



Rewards and Sanctions



| Schools | Five Star | Four Star | Three Star [§] | Two Star ^{**} | One Star |
|---|--|--|---|---|---|
| Recognition & Rewards | Eligible for Recognition and Rewards | Eligible for Recognition | Not eligible | Not eligible | Not eligible |
| WISE Tool | Optional (Continuous Improvement Plan) | Optional (Continuous Improvement Plan) | Continuous Improvement Plan | Rapid Improvement Plan | Turnaround Plan |
| Statewide System of Support Services | Optional | Optional | Optional | Participation Required | Participation Required |
| Family and Student Support Options <ul style="list-style-type: none"> • Supplemental Tutoring Services • School Choice | Optional | Optional | Optional | Must provide for eligible students | Must provide for eligible students |
| Professional Development Set-Aside | Optional | Optional | Optional | Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i> | Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i> |
| State Funding Alignment Requirements^{††} | No additional requirements | No additional requirements | Must provide plan that describes aligned use of funds | Must provide plan that describes aligned use of funds | Must provide plan that describes aligned use of funds |

[§] Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

^{**} One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

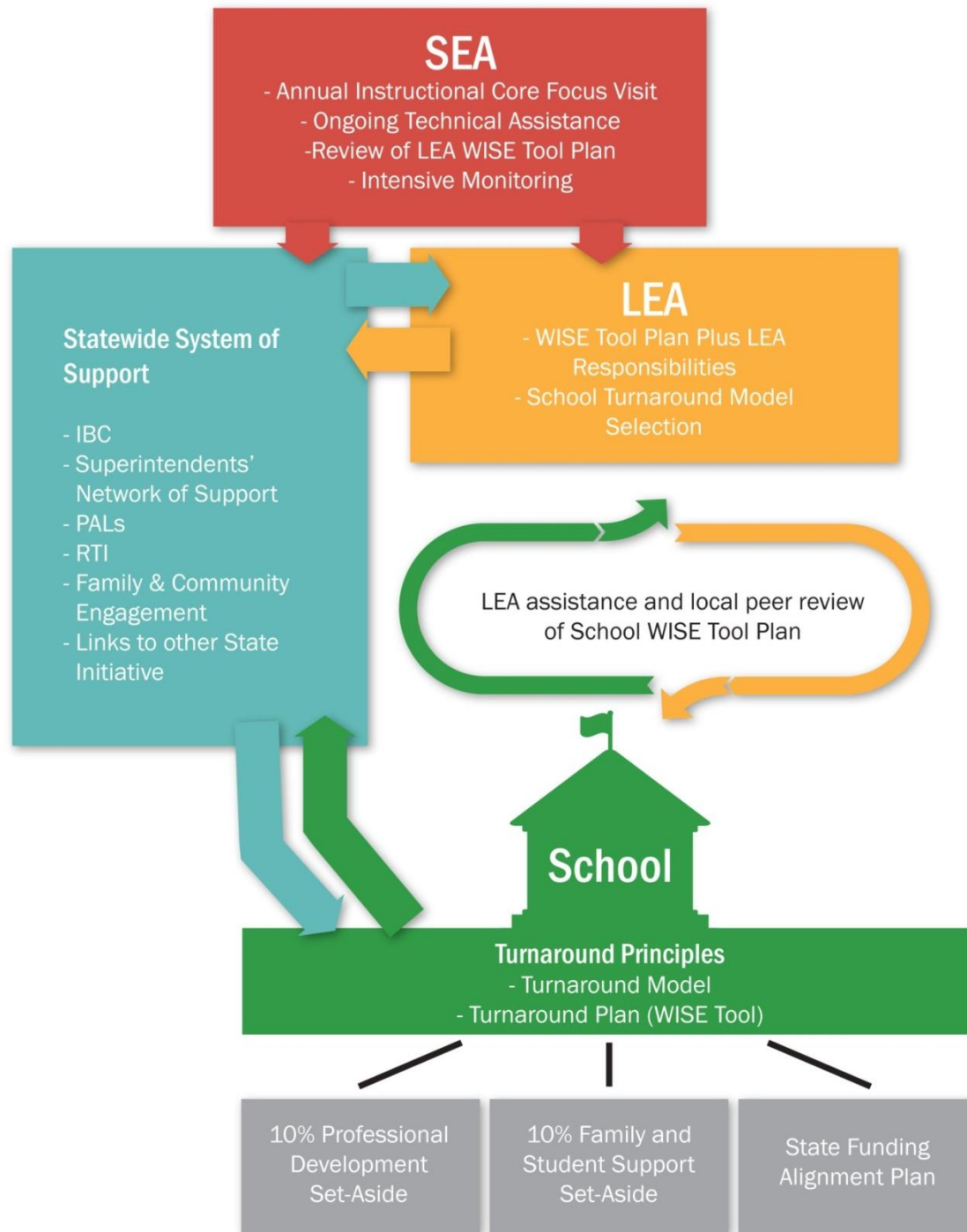
^{††} State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

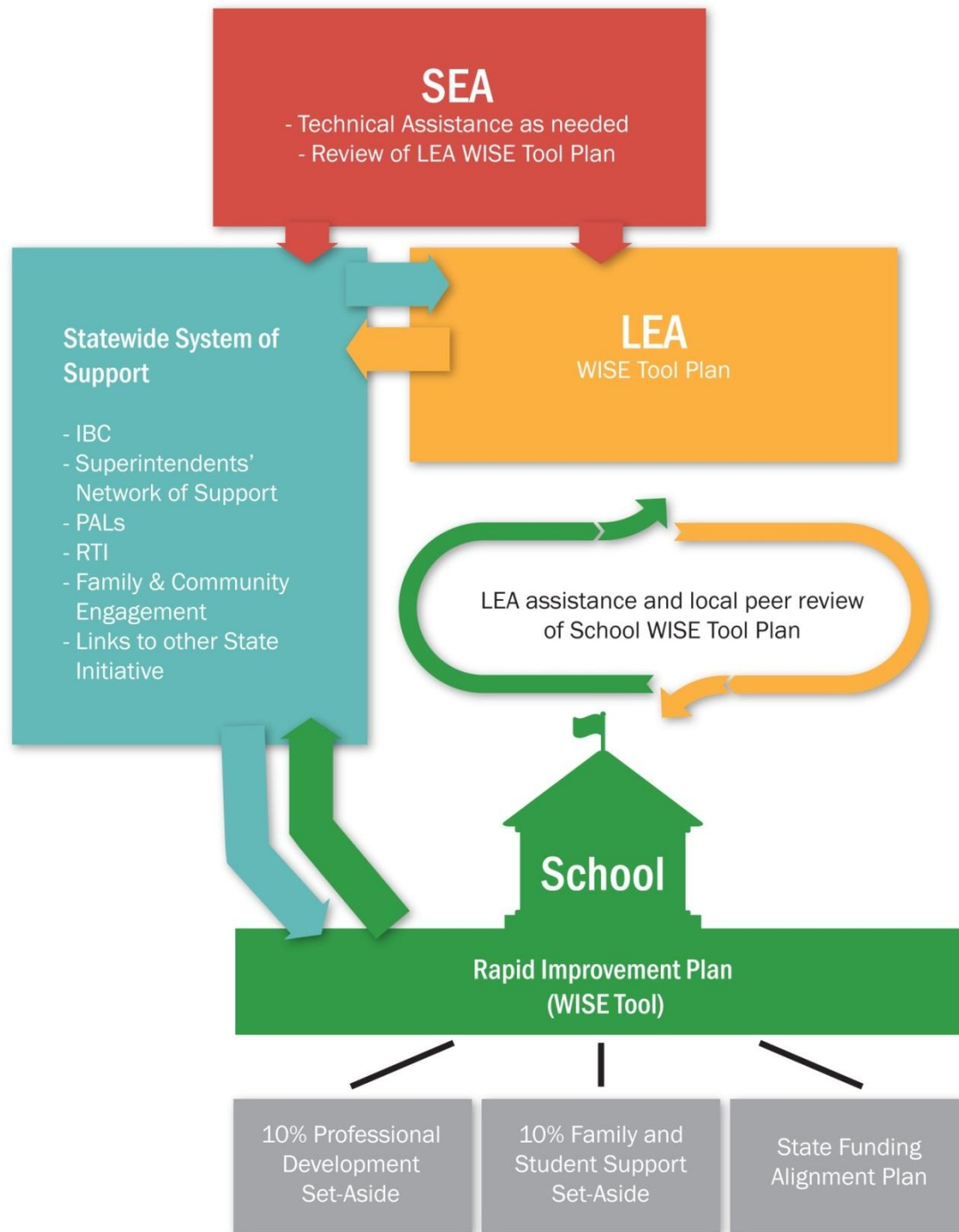
| Districts | Five Star | Four Star | Three Star [*] | Two Star [†] | One Star |
|--|---|---|---|---|--|
| Recognition & Rewards | Eligible for Recognition and Rewards | Eligible for Recognition | Not eligible | Not eligible | Not eligible |
| WISE Tool | Optional (Continuous Improvement Plan) | Optional (Continuous Improvement Plan) <i>However, must coordinate district planning requirements with any One or Two-Star school level plans</i> | Continuous Improvement Plan <i>However, must coordinate district planning requirements with any One or Two-Star school level plans</i> | Rapid Improvement Plan <i>Also: Must coordinate district planning requirements with any One or Two-Star school level plans</i> | Turnaround Plan <i>Also: Must coordinate district planning requirements with any One or Two-Star school level plans</i> |
| Statewide System of Support Services | Optional | Optional | Optional | Participation Required | Participation Required |
| Family and Student Support Options <ul style="list-style-type: none"> Supplemental Tutoring Services School Choice | Must provide for eligible students in One or Two-Star schools | Must provide for eligible students in One or Two-Star schools | Must provide for eligible students in One or Two-Star schools | Must provide for eligible students in district | Must provide for eligible students in district |
| Professional Development Set-Aside | Optional | Optional | Optional | Required 10% of District Title I funds | Required 10% of District Title I funds |
| State Funding Alignment Requirements[‡] | No additional requirements | No additional requirements | Must provide plan that describes aligned use of funds | Must provide plan that describes aligned use of funds | Must provide plan that describes aligned use of funds |

^{*} Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

[†] One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

[‡] State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.





Transitional Period School Improvement Requirements

| NCLB Status 2012-2013 | Star Rating for 2012-2013 | | | |
|---------------------------------------|--|---|--|--|
| | <i>Five or Four Stars</i> | <i>Three Star</i> | <i>Two Star</i> | <i>One Star</i> |
| School Improvement (SI) Year 1 | No plan required No additional requirements | Continuous Improvement Plan | Continuous Improvement Plan School Choice | Continuous Improvement Plan School Choice |
| SI Year 2 | No plan required No additional requirements | Continuous Improvement Plan | Continuous Improvement Plan School Choice STS | Continuous Improvement Plan School Choice STS |
| Corrective Action (SI Year 3) | No plan required No additional requirements | Continuous Improvement Plan State Funding Alignment Plan | Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan | Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan |

Transitional Period School Improvement Requirements

| NCLB Status 2012-2013 | Star Rating for 2012-2013 | | | |
|--|--|---|---|---|
| | <i>Five or Four Stars</i> | <i>Three Star</i> | <i>Two Star</i> | <i>One Star</i> |
| Restructuring Year 1: Planning (SI Year 4) | No plan required No additional requirements | Continuous Improvement Plan State Funding Alignment Plan | NCLB Restructuring Plan School Choice STS State Funding Alignment Plan | NCLB Restructuring Plan School Choice STS State Funding Alignment Plan |
| Restructuring Year 2 (or beyond): Plan Implementation (SI Year 5+) | No plan required No additional requirements | Continuous Improvement Plan State Funding Alignment Plan | NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan | NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan |

School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit

| Plan Timeline & When the Status Takes Effect | School Requirements | LEA Requirements |
|--|---|---|
| <i>School year prior to the school year during which the first One Star rating is earned</i> | <i>Depends on Star Rating Level</i> | <i>Depends on Star Rating Level</i> |
| Continuous Improvement Plan <i>The year following the first One Star rating</i> | Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds) | Review school level Continuous Improvement Plan for approval before submission to the State |



School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit

| Plan Timeline & When the Status Takes Effect | School Requirements | LEA Requirements |
|---|---|--|
| Turnaround Plan - Year 1 <i>The year following the second One Star rating</i> | <u>Fall</u> Participate in Instructional Core Focus Visit Begin providing School Choice Begin providing Supplemental Tutoring Services <u>Winter/Spring</u> Create school level Turnaround Plan aligned with turnaround principles and other state requirements | <u>Fall</u> Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level plan for school turnaround principles <u>Winter/Spring</u> Oversee the development of school level Turnaround Plan Review school level Turnaround Plan for approval before submission to the State |

School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit

| Plan Timeline & When the Status Takes Effect | School Requirements | LEA Requirements |
|--|--|--|
| Turnaround Plan - Year 2 <i>Consecutive year after “Turnaround Plan – Year 1”</i> | Full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements Submit updates and revisions to Turnaround Plan | Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State |



School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit

| Plan Timeline & When the Status Takes Effect | School Requirements | LEA Requirements |
|--|---|---|
| <p>Turnaround Plan - Year 3</p> <p><i>Consecutive year after “Turnaround Plan - Year 2”, <u>unless</u> the exit criteria is met.</i></p> | <p>Continue full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Submit updates and revisions to Turnaround Plan</p> <p><i>NOTE: If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Turnaround Requirements one year early.</i></p> | <p>Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State</p> |

School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit

| Plan Timeline & When the Status Takes Effect | School Requirements | LEA Requirements |
|--|---------------------|--|
| Turnaround Plan - Year 4 <i>Consecutive year after "Turnaround Plan - Year 3"</i> | n/a | If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board. |



| Timeframe | Agency | Action |
|----------------------------------|--------|---|
| Spring 2012 – Spring 2014 | SEA | Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs |
| Spring 2012 | SEA | Identify first year of schools achieving One Star according to new performance framework; notify districts of school ratings. |
| Fall 2012 | SEA | Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the Turnaround Plan category |
| School Year 2012 – 2013 | SEA | Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect |

| Timeframe | Agency | Action |
|--------------------|--------|---|
| Summer 2013 | SEA | Notify Districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of One Star Ranking |
| Fall 2013 | SEA | Conduct Instructional Core Focus Visits in Turnaround Plan schools; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures |
| Fall 2013 | LEA | Begin providing required services for eligible students in each Turnaround Plan and Rapid Improvement Plan school (e.g., School Choice, Supplemental Tutoring Services) and enroll in appropriate state-sponsored technical assistance programs for the district and school. |
| Fall 2013 | LEA | Utilize state feedback from Instructional Core Focus Visit; consult with families and the community to gather input regarding School Turnaround Options; decide which School Turnaround Option the district will utilize for each Turnaround Plan school; and begin the district level planning and implementation work required of the school Turnaround Plan. |

| Timeframe | Agency | Action |
|---------------------------------|--------------------|--|
| Winter 2014 | SEA | Review district level planning components and selection of School Turnaround Option for state approval |
| Spring 2014 | LEA and School | Develop school level Turnaround Plan components that account for the Turnaround Principles and any other state required activities |
| Spring 2014 | SEA | Review school level planning components of the Turnaround Plan for state approval |
| Fall 2014 – Spring 2015 | SEA, LEA, & School | Full implementation of school level Turnaround Principles in schools that are in the Turnaround Plan category; continuous monitoring, collaboration, and support between school, District, and SEA |
| Spring 2015 & beyond | SEA | Monitor and support implementation of the Turnaround Principles throughout the duration of the period for which the school is identified in the Turnaround Plan category; if the school does not exit from the Turnaround Plan category, make a determination regarding state intervention at the district level |

Changes To ESEA Waiver Based on Public Comments

- Required set asides for professional development have been reduced from 20% to 10%.
- A special provision has been made based on public comment relating to One-Star Schools on or near tribal lands and which serve a large number of Native American students. The district and school will need to demonstrate that they are continuously engaging and seeking input from the tribal community. This will be embedded in the Turnaround Plan process.



Changes To ESEA Waiver Based on Public Comments

- The parameters of STS (tutoring) have been defined so that districts may budget for it in advance in order to help with early reduction of any unused set-aside. Essentially, the ISDE is focusing on the delivery of the service (2 hours per week for 28 weeks with early exit being a choice of the parent) rather than spending a set amount of funds. Therefore, districts will be able to reduce the set-aside amount as soon as they have a contract in place with a sole-source vendor or have otherwise established the service for students and can document that there will be unused funds.



Changes To ESEA Waiver Based on Public Comments

- Eligibility for Choice and STE has been revised to be the same in One Star Schools as in Two Star Schools. Eligibility in both categories is solely based on academic need, but permits for prioritization.
- The design of STS has been clarified. While a list of options is not required, One and Two Star schools and districts must utilize an external provider of its choosing, if one is available, to deliver STS. If a provider that aligns with the district and school improvement plan does not exist, the district may provide STS itself, with the approval of ISDE.



Changes To ESEA Waiver Based on Public Comments

- There will be a one-year transition period between the consequences of the previous accountability system and the new system. In the meantime, a transition plan has been outlined under the description of the WISE Tool, along with transitional statements regarding how the new definitions of STS and School Choice may be used for 2012-13 if the waiver is approved
- The SDE clarified that the UDL lesson plans were not a requirement for school districts but more clearly described the model lesson plans that teachers may submit as statewide models to be placed in Schoolnet.



Changes To ESEA Waiver Based on Public Comments

- The SDE will not submit a list of the schools and their star ratings as required in the waiver. Instead, ISDE will build an application similar to the AYP appeals site and provide districts the opportunity to view and appeal any data related to the star rating. Once this process is completed, Idaho will submit the final list to US ED.



Supporting Effective Instruction and Leadership



Overview

- Section primarily provides an overview of work already done in Idaho around teacher evaluation and the process in place to create a system for administrator evaluation, including:
 - Adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for teaching,
 - American Recovery and Reinvestment Act Phase II Reporting Guidance,
 - Students Come First Legislation.



How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

| Requirement | Meets Requirement | Changes Needed | Explanation |
|--|-------------------|----------------|--|
| Evaluation system is used for continual improvement of instruction. | X | | Required in IDAPA 08.02.02.120 |
| Evaluation system meaningfully differentiates performance using at least three performance levels. | | X | Idaho currently only requires 2. |
| Evaluation system uses multiple measures in determining performance levels, including as a significant factor data on student growth and student/parent surveys. | X | | Required by Students Come First and IDAPA 08.02.02.120 |
| SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures. | | X | Evaluation Capacity Taskforce will develop a systemic way to monitor and support this. |

How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

| Requirement | Meets Requirement | Changes Needed | Explanation |
|---|-------------------|----------------|--|
| For grades and subjects in which assessments are required under ESEA, SEA defines a statewide approach for measuring student growth on these assessments. | X | | |
| For grades and subjects in which assessments are not required under ESEA, SEA provides guidance to ELAs on what measures of student growth are appropriate and establish a system to ensure LEA's use valid measures. | | X | Evaluation Capacity Taskforce will be working to develop a menu of options for measuring student growth in grades and subjects in which assessments are not required under ESEA. |
| Evaluation provides clear, timely, and useful feedback that guides professional development. | X | | Required under IDAPA 08.02.02.120 |

How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

| Requirement | Meets Requirement | Changes Needed | Explanation |
|--|-------------------|----------------|--|
| Ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice. | | X | Idaho currently only requires one evaluation annually. |
| SEA guidelines will likely result in differentiated professional development that meets the need of teachers. | X | | Required in IDAPA 08.02.02.120 |
| Evaluation system will be used to inform personnel decisions. | X | | Required by Students Come First and IDAPA 08.02.02.120 |

How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

| Requirement | Meets Requirement | Changes Needed | Explanation |
|---|-------------------|----------------|---|
| The SEA has a process for reviewing and approving an LEA's teacher and principal evaluation and support system. | X | X | SDE has reviewed all teacher evaluation plans but the Evaluation Capacity Taskforce will make recommendations for how to address this moving forward. |
| The SEA has a process for ensuring that an LEA involves teachers and principals in the development of their evaluations | X | | Required by IDAPA 08.02.02.120 |

Administrator Evaluation Focus Group

- Tasked with defining a framework for evaluating administrators to be adopted statewide.
 - Includes a superintendent, three principals, two teachers, two school board members, one parent representatives, two higher education representatives, IEA President.
 - Also has a smaller working group that includes Executive Directors of IASA, IEA and ISBA.



Evaluation Capacity Taskforce

- This group will focus on:
 - The development of a theory of action linked to measuring educator performance,
 - Supporting related professional development,
 - Creating a process for the SDE to monitor school district's educator evaluation system.



Changes To ESEA Waiver Based on Public Comments

- The SDE clarified that the waiver application does not require two evaluations annually but rather suggests that policy will be revised to require that novice or partially proficient teachers be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

